Name of Provider: Brit college
UKPRN: 10028216

Brit College

TEF Year Four Submission

January 2019

Table of Contents

1. Provider Context 2

2.Teaching Quality 3

Figure 1: Teaching quality metrics 2017 and 2018.....4

2.1. TQ1. Student Engagement 4

2.2. TQ2. Valuing Teaching 5

2.3. TQ3. Rigour and Stretch 6

2.4. TQ4. Feedback 7

3. Learning Environment 7

Figure 2: Learning Environment metrics 2017 and 2018..... 6

3.1. LE1. Resources 7

3.2. LE2. Scholarship, Research and Professional Practice.....8

3.3. LE3. Personalised Learning.....8

4. Student Outcomes and Learning Gain 9

Figure 3: Student Outcomes and Learning Gain metrics 2017 and 2018 9

4.1. SO1. Employment and Further Study 9

4.2. SO2. Employability and Transferable Skills 11

4.3. SO3. Positive Outcomes For All 12

5. Provider Summary 12

Appendix: Data Tables 13

Table 1: Brit College Admission Trends.....13

Table 2: Trend of Female Students Admitted onto the Brit College HND Programme 14

Name of Provider: Brit college
UKPRN: 10028216

1. Provider Context

1. Brit College is an independent provider of higher education based in the East London Borough of Tower Hamlets. The College's focuses principally on widening HE participation for traditionally hard-to-reach learners from the local community and surrounding areas and providing innovative and customised programmes to enhance their employability.

2. The majority of Brit College students are mature adults from ethnic minorities who have had limited, or no, previous higher education opportunities. Many come from financially disadvantaged areas and under-represented communities and a number have cultural or language barriers, literacy or numeracy challenges, learning differences or disabilities, or physical or mental health challenges. All students are from the UK or EU and all are studying full –time.

3. The College currently offers a Pearson HND Business (RQF) programme, with 597 enrolled students, and a BA (Hons) (Top-up) in Business and Management, run in partnership with the University of Northampton on a franchise arrangement, that commenced last year, with 117 currently enrolled students.

4. The College participated in the TEF Year Three on the basis of its first set of metrics. Although the College has delivered Higher Education programmes for 13 years, its first publicly funded HE cohort was enrolled in the academic year 2013/14. The first set of TEF metrics reflected outcomes primarily related to this cohort and to the HND programme that was being delivered for the first time at Brit College.

5. For TEF Year Four the TEF metrics focus on the development and outcomes for our subsequent HND cohorts but exclude data for our new BA (Top-up) cohorts that commenced in September 2017, January 2018 and October 2019. These students are excluded from NSS statistics, as their course is only one year, and they are also not included in the most recent DLHE statistics as the first cohort only graduated in July and December 2018. However this submission makes reference to some of the positive outcomes of these students from our own data collection.

6. For TEF Year Three the College attained a Bronze Award and the TEF panel particularly noted the good outcomes achieved by most students, the above benchmark student continuation rates and the high levels of student satisfaction for academic support, assessment and feedback.

7. Since TEF Year Three the College has focused on further enhancing student progression, retention and achievement as well as student support, the recruitment of additional, highly qualified tutors and the support and development of teaching staff. We have been pleased to note even higher levels of student satisfaction for academic support, assessment and feedback in our metrics and comment on these outcomes in Parts 2 and 3 of this submission.

8. The TEF Year Three panel also noted that the available data for rates of progression to employment, highly skilled employment or further study were very low and below benchmark. Since then the College has worked hard to promote employability by means of careers, advice, specialist talks and visits arranged via our 'Employability Forum,' which has links with local businesses. We have been pleased to note significantly improved numbers of students gaining post-study employment and going on to further study and analyse and comment on our metrics for this is Parts 3 and 4 of this report.

9. We also make the case in Section 4 that, although the metrics for employment show a negative flag, they are in fact extremely positive when taken in the context of the high unemployability in our local borough and the low employability expectancy for the local profile of our typical student. We believe that the benchmarks for the employability and further study metrics do not accurately reflect our context and that the negative flag does not accurately represent the achievements and outcomes for our students.

10. The introduction of our BA (Top-up) programme has been in line with our vision to provide appropriate further study opportunities for our students. Large numbers of students have taken this opportunity to undertake further study with ourselves, or other HEIs, and our new graduates are succeeding in obtaining managerial posts as a result of obtaining their degrees. We analyse and comment on the metrics for further study in Part 4 of this report

11. The College was delighted to receive a "Commendable" judgement from the QAA for its February 2017 Annual Monitoring Review[1]. Since then it has enhanced its Action Plan even further by developing its own extensive Quality Improvement Plan (QIP) focused on expanding good practice around the College's four core themes of: Enhancement, Widening Participation, Employability and Student Engagement. The College introduced these four themes at the beginning of the 2015/16 Academic Year, prior to the publication of the Green Paper[2] in November 2015 proposing the Teaching Excellence Framework, with widening participation, and employability as its key themes[3].

12. We are extremely committed to working in partnership with our students and supporting them in their learning and engagement. The College staff and students were honoured to have this recognised in two recent Independent Higher Education Awards presented at their Annual Conference on 26 & 27th November 2018. The first was for Excellence in Student Collaborations, sponsored by the Quality Assurance Agency (QAA) – an award that celebrated partnership and collaboration amongst students and staff at the College. The second was for Outstanding Support for the Student Learning Experience, sponsored by the Student Services Organisation, AMOSSHE, (Association of Managers of Student Services in Higher Education). This award acknowledged our ongoing and new student support systems.

13. We believe that our improved metrics across almost all measures in the TEF Year Four Workbook, our increased number of positive flags, our continued highly positive outcomes in terms of Teaching Quality (Course teaching and Assessment and feedback) and Learning Environment (Academic support and Continuation) - also taking into account that this year's data return is based on almost three times the number of students - and our narrative analysis in terms of the employability data all indicate significant progress since our TEF Year Three submission. Our aim is to merit a higher grade of TEF award than we currently hold.

14. The Dean and Senior Management Team prepared this submission with contributions from student representatives and teaching staff and incorporating feedback from a wide range of students. Our TEF metrics and submission have also been discussed at student and staff development meetings.

15. We note that the TEF Year Four Procedural Guidance stipulates that hyperlinks will not be read by TEF panel members and assessors. We have therefore included none as primary evidence in our main submission and have only included some in our footnotes as references to indicate where the submitted evidence has been drawn from. All evidenced Brit College documents are publically available on our website or on request.

2. Teaching Quality

16. We are delighted to have achieved a positive flag for the core metric of Assessment and feedback and good indicator values for both this metric (Assessment and feedback at 89.9% and +2.0 Z-Score) and for course teaching ('The teaching on my course' at 91.5% and +1.0 Z-Score).

[1] https://www.qaa.ac.uk/docs/qaa/reports/brit-college-ltd-scd-am-17.pdf?sfvrsn=68b7f581_4. Accessed on 14 January 2019
[2] House of Commons Business, Innovation and Skills Committee The Teaching Excellence Framework: Assessing quality in Higher Education Third Report of Session 2015–16
[3] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/474227/BIS-15-623-fulfilling-our-potential-teaching-excellence-social-mobility-and-student-choice.pdf. Accessed on 14 January 2019.

We also note that the indicator percentage values for both are higher than last year's metrics and that the flag has been achieved despite the benchmark being higher this year (see Fig 1).

17. We believe that these strong results are due to our initiatives for increased student engagement, enhanced teaching, rigour and stretch and acting on feedback as outlined below.

Figure 1: Teaching quality metrics 2017 and 2018

Core Metrics 2017	Denominator	Indicator (a) %	Benchmark (b) %	Z-score	Flag
The teaching on my course	132	85.0	85.8	-0.3	
Assessment and feedback	132	83.6 *	80.7	0.9	
Core Metrics 2017	**Denominator**	**Indicator (a) %**	**Benchmark (b) %**	**Z-score**	**Flag**
The teaching on my course	329	91.5 *	89.8	1.0	
Assessment and feedback	329	89.9 *	85.7	2.0	*

2.1. TQ1. Student Engagement

18. The College has strengthened its admissions procedures and policy[4] by mapping it against the UK Quality Code's Chapter B2: Recruitment, Selection and Admission to Higher Education and ensuring that admissions practices are transparent and fair and designed to meet the needs of our target market, as outlined in our Access and Participation Statement[5]. This has helped us recruit students most suited to our programmes and contributed to our very good retention and achievement rates..

19. We have also introduced functional skills tests in literacy, numeracy and ICT as part of the admissions process alongside an interview to identify the student's commitment to study and ability to cope with the demands of the course and any specific learning needs. Table 1 in the Appendix indicates the increased stringency of our admissions procedures that have also been designed to enable us to put support mechanisms for increased academic, literacy, numeracy and IT proficiency and Individual Learning Plans in place from a very early stage, thereby enhancing student engagement and achievement.

20. Class sizes have been reduced and the flexibility of scheduled sessions increased to include evening classes, Saturday classes and later start morning sessions in order to accommodate learners with caring and other job commitments. This was in response to feedback from students and has also been well received.

21. Students are provided with detailed briefs for all assessments and these are referenced regularly during teaching sessions. An additional teaching period of one or two weeks is set aside at the end of each taught module to provide additional one-to-one and group support for assessments, which students make good use of.

[4] Brit College Admissions Applications and Enrolment Policy
[5] Brit College Access and Participation Statement

22. Our 2016 QAA Higher Education Review (HER) report[6] highlighted as good practice 'the high quality support documentation provided for our HND students that goes beyond the formal obligations to the awarding institution'. We have continued to build on these materials and have reviewed and updated all HND Unit handbooks to ensure that they are current and engaging.

23. With dedicated student support and attendance monitoring we have managed to attain almost 100% submission rates for assessments alongside very high pass rates and excellent continuation rates. Students often report feeling part of the Brit 'family' and large numbers of HND students are now opting to continue studying to degree level at the College.

24. All our HND students also have access to Pearson HN Global, an online learning platform, with a wide range of learning resources related to the programme. Brit College has integrated HN Global into our own platform and made its usage compulsory. The students make very good use of this platform as evidenced by the fact that Brit College is in the top 5 most engaged centres with HN Global worldwide. As a result of the high level of engagement of our students and staff with the HN Global platform, Brit College were invited by Pearson to create a 1 minute video talking about effective use of HN Global resources that was circulated to over 300 of its active centres worldwide.

25. Student engagement has also been enhanced with the establishment of our new Student 'Changemaker' representative system and a new Student Council. All student groups now elect a representative who serves on the Student Council and, as 'Changemakers' students have the autonomy to develop their own initiatives, for example volunteering or social projects, for which they can seek collaborative support from staff and the executive if wished. This 'Changemaker' system was recently recognised in the November 2018 Independent Higher Education (IHE) Award that the College received for Excellence in Student Collaborations.

26. Students sit on almost all the College committees, Chair and lead a termly Student Staff Collaborative Committee (SSCC) and also receive training in skills such as formulating agendas and taking minutes.

2.2. TQ2. Valuing Teaching

27. The College is committed to excellence in teaching and learning. We have recruited additional, high qualified and experienced teachers, many with PhD's and who are also research-engaged, to stimulate and engage students. We also involve industry experts in taught sessions when possible.

28. We have further enhanced our development and support for teaching staff by introducing termly, day long staff development days that incorporate training in pedagogic approaches, meeting the needs of students with learning differences and disabilities, the Quality Code and Quality Assurance Agency (QAA) work and review methods, the Teaching Excellence Framework, etc.

29. The College has a policy of supporting staff with further relevant training, for example it recently helped fund a tutor's Mental Health First Aid training. It also encourages HEA Fellowship and helps fund applications. Almost all Brit College teaching staff now have Fellowship with the Higher Education Academy (HEA), one has attained Senior Fellowship and another is applying for Principal Fellowship.

30. The College has introduced an annual awards system which is to include awards for teaching excellence as rated by students.

---

[6] https://www.qaa.ac.uk/docs/qaa/reports/brit-college-ltd-her-ap-16.pdf?sfvrsn=6bb7f581_4 Accessed 14 Jan 2019.

31. The College has adopted our partner University's system of C@N-DO Peer-to Peer Observation for Teaching staff which is a three-stage developmental process designed to help tutors to learn with, and from, fellow professionals and to develop and enhance teaching practice. This is much more developmental than the previous checklist system of teaching and peer observation and enables participants to choose different aspects of teaching to focus on. Good practice from these observations is being shared informally and will be collated and presented at subsequent staff development sessions and via College committees.

2.3. TQ3. Rigour and Stretch

32. The College has introduced new processes for quality assurance (QA) and educational enhancement and increased our engagement with the External Examiner for our HND programme and with partnership tutors for our BA (Top-up) programme in order to increase the rigour of our educational offering and stretch our students to the best of their abilities.

33. The College's new Dean of Quality Assurance and Enhancement, appointed last autumn has been involved in quality assurance, and been a QAA Reviewer and Coordinator, for many years and has been given the remit of reviewing all College Policies and Procedures from a QA standpoint. This is including examining the rigour and appropriateness of all policies and procedures.

34. We have introduced much closer monitoring of student progress by means of weekly attendance management meetings, weekly tutor briefings, weekly Dean and Programme Lead meetings and reorganised monthly Academic Management Team meetings. These, along with our system of digital and personal contact for managing student attendance have enabled us to enhance our educational offering and ensure that students can benefit fully from it as well as to identify any 'at-risk' students at an early stage.

35. The College organises biannual full-day training sessions with a Pearson trainer, most recently held in December 2018 for all HND teaching staff entitled 'Assessment and assignment writing for the new RQF BTEC Higher Nationals'. We have also forged close links with the BA (Top-up) Teaching staff and Partnership Leads at our partner University of Northampton, which has a gold TEF Award, and they have engaged with us in terms of sharing teaching initiatives and workshops. As several of our staff teach on both the HND and BA (Top-up) programmes there is, in this way, a lot of exchange and cross-fertilisation of ideas.

36. Pearson have appointed a new External Examiner for our HND programme who is highly experienced and we have already had some fruitful discussions with her on how best to stretch our students. She will be attending our Assessment Board later this month and spending two days with us sampling student work and meeting with students and staff to review the programme and exchange ideas. External Examiner reports are fed directly into the College committee system and suggestions responded to and actioned.

37. The College references several Professional, Statutory and Regulatory Bodies, such as the Association of Chartered Certified Accountants and the Chartered Institute of Management Accountants to help ensure that the business focus of its Higher National Diploma is current.

38. The College's is a member of relevant professional bodies including UKNARIC, and is, this year, taking out or renewing memberships with: Independent Higher Education (IHE), the QAA and AdvanceHE. These affiliations help the College to stay up to date with recent developments in HE Teaching and Learning, such as the new QAA Quality Code completed in November 2018, which can be used to inform the rigour of our policies and procedures and the best ways to stretch students.

Name of Provider: Brit college
UKPRN: 10028216

2.4. TQ4. Feedback

39. We strive to ensure that feedback to students is regular, timely, effective and easily accessible. Students receive regular formative feedback as part of individual and group class-based exercises while written feedback is provided electronically and punctually for all submitted assessments.

40. Teaching staff have received training on feedback in staff development sessions to ensure that their feedback references learning outcomes and marking criteria and that the language used reflects the grade awarded.

41. Feedback from students is collected at the end of each module, and also obtained via the Student Staff Collaborative Committee meetings. Actions are reported on via the student representatives, the Student Voice noticeboard and a termly Newsletter that also has a 'Student Voice' section.

42. A new informal and formal Complaints Procedure has been put in place to ensure that any student concerns can safely and effectively be voiced and appropriately considered and acted upom.

3. Learning Environment

43. We are delighted to have achieved a positive flag for the core metric for Academic Support for the first time as well as a strong positive flag for Continuation for the second year in a row (see Figure 2). The indicator values remain high at 92.3% (Z-score 2.3) and 86.5% (Z-score 4.0) respectively. We are particularly pleased by the increased value for student support as that has been a very strong focus for our initiatives in the last academic year, which have especially encompassed resources and personalised learning as outlined below.

Figure 2: Learning Environment metrics 2017 and 2018

Core Metrics 2017	Denominator	Indicator (a) %	Benchmark (b) %	Z-score	Flag
Academic Support	132	87.9*	81.9	1.3	
Continuation	240	92.5 *	81.9	6.3	**
Core Metrics 2017	**Denominator**	**Indicator (a) %**	**Benchmark (b) %**	**Z-score**	**Flag**
Academic Support	329	92.3 *	88.2	2.3	*
Continuation	510	86.5 *	81.4	4.0	**

3.1. LE1. Resources

44. To enhance the learning environment for our students Brit College has invested heavily in two new campuses. One is a rented new campus in nearby Whitechapel where we have refurbished rooms, provided new furniture and projectors, installed a new reception area, and refurbished cloakrooms and added a vending machine. The other is the purchase of a new building, just five minutes away from our existing campus, which is much larger and will be entirely refitted to meet the needs of students and staff. It is hoped to open this new, purpose built campus (with a purchase and refurb cost of around £2million) in September of this year and intended that it will also be large enough to accommodate students on new programmes that we hope to offer in subjects such as Health and Social Care and Hospitality.

45. There has also been considerable investment in learning resources including the provision of new laptops for all students during certain teaching sessions in order to make full use of online educational materials from Pearson Global and our partner University. Other investment has included new software for student data management and a new website and intranet that is due for launch in the spring of this year.

46. These developments have partly been in response to student feedback requesting more space and more IT facilities and also in line with the College's Five-year Strategic Plan to enhance our offering and add further programmes to our portfolio.

47. We have also invested in supporting student health and well being by training two staff in Mental Health First Aid (MHFA), taking on a new member of staff to provide additional student support sessions in IT and academic skills, plagiarism, etc, and funding staff and student attendance at the Independent Higher Education (IHE) Annual Conference as well as funding activities under the umbrella of our 'Employability Forum' (see Section 4).

3.2. LE2. Scholarship, Research and Professional Practice

48. Although we are not a research-led HEI, a high number of our teaching staff either have PhD's or are in the process of completing them and a number are also engaged in post-doctoral research at UK Universities. In addition many of our tutors have published their research work and are involved in external conferences or other presentations or teaching. This means that our students can benefit from reference to research developments and scholarship. These staff activities are reflected in our staff CPF logs that are reviewed annually to share good practice as part of one of our staff development days and linked to our teaching awards.

49. As almost all our teaching staff hold a teaching qualification and HEA Fellowship, and are themselves trained and accredited professionals in fields such as accounting, business, law, education and psychology, students benefit from both their pedagogical and professional experience and expertise. Staff are all highly trained at giving student support and this is consistently praised in student feedback, as demonstrated in our metrics.

3.3. LE3. Personalised Learning

50. We respect that students have varying individual need and learning preferences and styles and also that students may face personal, physical and mental health issues whilst studying as well as financial, family and other pressures.

51. In order to address these issues and enhance our student support we have revised our support structure, by designating an experienced member of staff as Head of Student Support, supported the training of her and another member of staff as Mental Health First Aiders and increased the number of staff trained as physical First Aiders. The head of Student Support is able to provide pastoral support, and is soon to be assisted by an academic and IT skills support tutor. Tutors also lead walk-in sessions open to all students on IT, academic writing skills, plagiarism and Turnitin, etc that have been well attended and welcomed by students.

52. Students that are identified with attendance or study issues are given Individualised Learning Plans (ILPs) , developed together with their programme lead or a tutor, to support their learning.

53. The impact of these measures has been profound as not only have our attendance, submission and retention figures improved for all our students but a high percentage of HND students are now continuing with us in order to undertake the BA (Top-up) degree programme. The impact is also reflected in the high level of positive student feedback that we receive about student support and the Independent Higher Education (IHE) national Award that we received for Outstanding Support for the Student Learning Experience in November last year.

Name of Provider: Brit college
UKPRN: 10028216

4. Student Outcomes and Learning Gain

54. Available data on rates of progression to employment, highly skilled employment or further study are still low and below the benchmark and have been given negative flags. However we believe these are not a genuine reflection of the employment achievements of our students, given the very low employment statistics for our local boroughs and the reported low employability profile for our typical student. We also feel it is important to note that the rate of employment or further study for our students has improved significantly since last year from 69.2% to 82.3% (see Figure 3). We believe this is quite a major achievement linked to the initiatives that we have taken to enhance student employability. These points are discussed in more detail in sections 4.1, 4.2. and 4.3 below.

Figure 3: Student Outcomes and Learning Gain metrics 2017 and 2018

Core Metrics 2017	Denominator	Indicator (a) %	Benchmark (b) %	Z-score	Flag
Employment or further study	13	69.2 !	94.1	-2.4	-
Highly skilled Employment or further study	13	38.5 !	68.4	-2.3	-
Core Metrics 2017	**Denominator**	**Indicator (a) %**	**Benchmark (b) %**	**Z-score**	**Flag**
Employment or further study	164	82.3 !	94.5	-5.1	--
Highly skilled Employment or further study	164	48.8 !	65.4	-4.7	--

4.1. SO1. Employment and Further Study

55. Brit College is located in the London Borough of Tower Hamlets which is ranked as the 6th most deprived borough in England and the most deprived in London[7], based on the income domain measure (the proportion of residents in an area who are experiencing income deprivation). Tower Hamlets has a growth rate of 17% compared to 10% for Greater London and 8% for England[8], and is projected to be the fastest growing borough in London over the next ten years. It is expected to reach a population of 370,700 in 2028 from a current figure of 317, 200[9]. These poverty and growth rates are typical of the neighbouring boroughs such as Newham and Hackney[10]. Brit College has a specific strategy of recruiting predominantly from the local community and recognises that many of its students suffer financial deprivation and have family caring responsibilities.

[7] https://www.towerhamlets.gov.uk/Documents/Borough_statistics/Population/Population_Projections_for_Tower_Hamlets.pdf Accessed on 14 January 2019
[8] https://www.towerhamlets.gov.uk/Documents/Borough_statistics/Population/Population_Projections_for_Tower_Hamlets.pdf Accessed 14 January 2019.
[99] https://www.towerhamlets.gov.uk/Documents/Borough_statistics/Population/Population_Projections_for_Tower_Hamlets.pdfAccessed 14 January 2019
[10] www.google.com/maps/d/viewer?mid=1KE3Tlm1Bhe4ZbE5bzhD69BZb7Js&hl=en_US&ll=51.48976696101502%2C-0.08815000000004147&z=10. Accessed on 14 January 2019

56. These boroughs also have some of the lowest rates of employment in London with most recent figures indicating an employment rate of 68% in Tower Hamlets in 2014-17[11], of 56% in Newham in 2016[12] and of 72% in Hackney (2018 statistics)[13] compared to the overall UK employment rate of 76% (Office for National Statistics, October 2018). These low employment rates are partly attributed to a low skilled labour force amongst borough residents and are also linked to the gender, ethnic and educational profiles of local residents.

57. The Tower Hamlets 2018 Borough profile on employment[14] shows that black and minority ethnic (BME) residents, particularly women, have the lowest rates of employment. For example, during 2014-16 only 48% of Tower Hamlet's BME women were in work and just one quarter of Bangladeshi and Somali women, were in employment at the time of the 2011 Census. Furthermore those with poor proficiency in English were three times less likely to be in work compared to those for whom English was their first language and during 2014-16, just one third of residents with no qualifications were in work compared with 87 per cent of those who held higher level qualifications. The employment rate for older workers in Tower Hamlets is also relatively low with only 58% of borough residents aged 50-64 in work compared to 69% across London.

58. Brit College's typical student is a mature, British Asian person, often of Bangladeshi origin and for whom English may not be their first language, and increasingly likely to be female (we have managed to steadily increased our female student intake from 22% in 2014-15 to 40% in 2017-18 and 45% in 2018 – see Appendix Table 2). Our students are typically are in low skilled employment or unemployed and the majority have no prior higher education qualifications as shown in our core metric.

59. We are puzzled that the TEF metric indicates that 82% of our students are classified as 'white' ethnic (see Contextual data line 23) when in fact over 90% are BME. We have queried this with the metrics advisors at the OfS but they have not been able to provide an explanation for this.

60. Against this background we believe that the benchmark for employment and further study is set too high for our widening access and participation, BME students from Tower Hamlets and surrounds. Seen in the context of the high levels of socio- and economic-deprivaion in this area and the cultural and ethnicity-related challenges that our students face, we would argue that our indicator value of 82.3% employment and further study, and the fact that around 1 in 3 of our HND students now elect to go on and complete the BA (Top-up) programme with us or another HEI, are actually very positive achievements. Our own contact and follow-up with students, including our BA (Top-up) students indicates that many are now going on to get better jobs and pay levels and two of our recent BA (Top-up) graduates have informed us that they have been selected for managerial positions.

61. With regard to the category of 'Highly skilled employment or further study' we also feel that the negative flag is almost inevitable given that our metric is only for HND students who complete their course with a level 5 qualification. This is unlikely to equip them for graduate level employment and our Level 6 BA (Top-up) graduate outcomes are not captured in the metrics at all. We intend to follow up on student outcomes, especially for BA (Top-up) students, ourselves for future years in order to capture their employability data in more detail.

62. We have also been scrutinising some HEFCE and HEA sponsored Learning Gain projects and WONKHE Learning Gain reports, to determine if we can implement some measures to more accurately assess our students' learning gains in terms of improved knowledge and skills, confidence, work readiness, transferable skills and personal development. We plan to work with

---

[11] https://www.towerhamlets.gov.uk/Documents/Borough_statistics/Research-briefings/BP2018_5_Employment.pdf Accessed 14 January 2019
[12] https://www.newham.gov.uk/Documents/Misc/Research-Worklessness.pdf. Accessed on 14 January 2019
[13] https://www.hackney.gov.uk/media/2664/Facts-and-figures/pdf/facts... Accessed on 14 January 2019
[14] https://www.towerhamlets.gov.uk/Documents/Borough_statistics/Research-briefings/BP2018_5_Employment.pdf Accessed on 16 January 2019

our Student 'Changemaker' Representatives to develop some ideas for this during the current academic year.

63. We are also inviting students who succeed in obtaining skilled and highly skilled employment to share their journeys as case studies on our website and to return as alumni to give talks and inspire current students. The testimonies that we receive from individual students who complete our programmes indicate the positive impact that this educational attainment has on their lives and employability.

64. The College is in the process of seeking out new University partnerships in order to develop a wider portfolio of foundation and degree level programmes to meet, for example, local needs for qualified health and social care and hospitality employees.

4.2. SO2. Employability and Transferable Skills

65. We have put in place a number of initiatives to enhance transferable skills and employability for our students. Transferable skills start with our choosing to incorporate an HND unit that focuses on developing CV's, job applications and presentation skills and this is built upon in individual and group sessions on the same topics and also on interview techniques and skills.

66. Our 2016 QAA Higher Education Review (HER) report[15] particularly highlighted as good practice our 'embedding of employability awareness and skills within the curriculum (Quality Code Expectation B3) and we have continued to build on this at every opportunity. Our Student 'Changemaker' Representatives also receive training in developing agendas, organising and chairing meetings, taking minutes, canvassing ideas and reporting back on outcomes.

67. To enhance employability we have developed an employability forum that holds master classes or talks from industry experts and local business people. Last year these sessions were approximately termly and included: a session by a careers advisor, a workshop by a local jewellery maker who runs her own business, and a visit to a local Seamen's mission run as a charitable business with volunteers. Students have also been on a visit to the head office of the Canary Wharf Group, who own and manage the whole Canary Wharf Estate, to learn how the business community operates. The College is also trying to arrange some work experience with them for students.

68. This year monthly talks are planned by members from our Local Chamber of Commerce who work in hotel management, wealth management, accounting and a range of small and medium enterprise businesses.

69. The impact of these employability sessions has been to opens students' eyes to employment opportunities and career pathways that they may not have considered and some of the meetings have led to internships and work experience, opportunities for our students. Other students have been inspired to form their own companies or to implement successful changes for their existing businesses after learning from industry experts at the forum meetings.

70. The Pearson HN Global online learning platform, to which all our HND students have unlimited access, also includes a 'career empowerment' section that provides access to comprehensive online career services and also has a job opportunities board with opportunitites around the world. This section also shows students how to build an effective CV and succeed at interviews. The fact that Brit College is in the top 5 most engaged centres with HN Global worldwide shows that the sudents make good use of this platform.

[15] https://www.qaa.ac.uk/docs/qaa/reports/brit-college-ltd-her-ap-16.pdf?sfvrsn=6bb7f581_4 Accessed 14 Jan 2019.

71. The College website also contains resource pages that signpost students to careers advice services and current vacancies with local employers, such as the Canary Wharf Group, Tower Hamlets Council and recruitment agencies[16].

72. The new Student 'Changemaker' Representative roles are also providing new opportunities for students to develop their own transferable skills and employment opportunities, with support from the College. For example one of the current Lead Student Representatives is planning to develop some volunteering initiatives to support the local community while another representative is planning to arrange a social events for students.

73. We are also planning to repeat our Student Achievement Awards in 2019, with certificates and prizes for specific attainments, and arranging a ceremony for HND graduates as well as participating in the University of Northampton February Graduation Ceremony for our first ever cohort of BA (Top-up) graduates.

4.3. SO3. Positive Outcomes For All

74. Brit College's vision, mission statement and strategic priority continue to aim at being a leading provider of skills development for hard-to-reach local communities through the delivery of innovative and customised learning programmes. We are committed to offering all our students opportunities to acquire higher education qualifications and university degrees, enabling them to get more highly skilled and better paid employment, increased job satisfaction and a better quality of life for themselves and their families.

75. The College recently established a Student Hardship Loan Fund to support students experiencing interim periods of financial difficulty, so that they may continue their studies uninterrupted.

76. We recruit both staff and students from a range of ethnic backgrounds, predominantly British Asian, and are increasingly attracting female students keen to improve their educational and work prospects and who are encouraged by our flexible timetabling that can accommodate child care responsibilities.

77. Cultural and language barriers may also limit the level of confidence of some new students, especially those who have been out of work or education for long periods. Our supportive approach and the integration of skills enhancement, employability and social activities alongside teaching, enable such students to blossom and succeed. The highest accolade they can give us is their testimonies of life-changing success, their recommendation of us to friends and colleagues and their desire to continue or return to study with us for degree level qualifications.

5. Provider Summary

78. Brit College remains deeply committed to widening access and participation and to creating higher education opportunitites and improved employment prospects for all our students, the majority of whom come from deprived areas with high unemployment and financial deprivation.

79. Furthermore, while many Higher Education Institutions struggle to recruit significant numbers of students from BME communities, almost the entire student population of Brit College are in this category, which truly reflects our widening participation policy in action.

---

[16] http://britcollege.org.uk/employability.php. Accessed 17.1.18.

Name of Provider: Brit college
UKPRN: 10028216

80. The College is also strongly committed to teaching excellence and to supporting teaching staff development and skills via staff development days, enhancement activities, HEA Fellowship applications and so on.

81. We are pleased that our TEF metrics demonstrate three positive flags out of the six core metrics, as well as a positive indicator value for a fourth, and delighted at our continued very good indicator values in terms of teaching, assessment and feedback, continuation and student support.

82. We believe that the remaining two employability and further study metrics, which have a negative flag, should be taken in the context of the significant impact and achievements of our employability policies in relation to the areas of residence and typical background of most of our students.

83. We continue to celebrate the achievements of our students and aim to achieve excellence in all areas of teaching and learning, student engagement and enhancement.

Appendix: Data Tables

Table 1: Brit College Admission Trends

	2014-15	2015-16	2016-17	2017-18	2018-19
Total Applications	1043	655	722	820	918
Accepted Applicants	285 (27%)	285 (44%)	300 (42%)	296 (36%)	300 (33%)
Rejected Applicants	758 (73%)	370 (56%)	422 (58%)	524 (64%)	618 (67%)

Name of Provider: Brit college
UKPRN: 10028216

Table 2: Trend of Female Students Admitted onto the Brit College HND Programme

	2014-15	2015-16	2016-17	2017-18	2018-19
Male	78%	64%	61%	60%	55%
Female	22%	36%	39%	40%	45%

Brit College, 17.1 2019